DOCUMENT RESUME

ED 276 791 UD 025 241

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TITLE Chapter 1 Project Identification Program.
INSTITUTION Chillicothe City Schools, OH.
PUB DATE Nov 85
NOTE 22p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Compensatory Education; Elementary Education; *Experimental Programs; Parent Participation; *Reading Instruction; *Remedial Programs; *Supplementary Education
IDENTIFIERS Chillicothe City Schools OH; *Education Consolidation Improvement Act Chapter 1

ABSTRACT

The chapter 1 project is a remedial reading program aimed at helping children achieve at a faster rate than those with only regular instruction. This report begins by outlining attributes for success which are as follows: (1) clear goals and objectives; (2) coordination with regular school programs; (3) parent/community involvement; (4) professional development and training; (5) strong leadership; (6) appropriate instructional materials, methods, and approaches; (7) high expectations for student learning and behavior; (8) positive school/classroom climate; (9) maximum use of academic learning time; (10) closely monitored student progress; (11) regular feedback and reinforcement; (12) excellence recognized and rewarded; and (13) evaluation results used for project improvement. Teaching methodology was eclectic. Children were placed in groups of three to five, based on grade, level of reading functioning, and need for specific skill instruction. Test scores proved the effectiveness of Chapter 1. A high percentage of students improved by the measure established at the project's onset to determine success. (LHW)

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CHAPTER 1 PROJECT IDENTIFICATION PROGRAM
Chillicothe City Schools
11 - 19 - 85

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CHAPTER 1 PROJECT IDENTIFICATION PROGRAM

COVER SHEET

Local Superintendent's or Chief Operating Officer's Name (Mrs., Miss, Ms., Mr., Dr.)
Mr. Roe W. Hildreth

Education Agency's Name Chillicothe City Schools

Address 455 Yoctangee Parkway
Chillicothe, Ohio 45601

Telephone Number (614) 775-4250 Congressional District(s) 6

I have reviewed the information contained on this form and, to the best of my knowledge, it is accurate.

Roe W. Hildreth Date 11-14-85
Superintendent's Signature

****

Chapter 1 Coordinator's Name (or other official responsible for project administration) (Mrs., Miss, Ms., Mr., Dr.)
Mr. Paul B. Leach

Address 455 Yoctangee Parkway
Chillicothe, Ohio 45601

Telephone Number (614) 775-4250

Date of most recent SEA on-site review of project _____

I have reviewed the information contained on this form and, to the best of my knowledge, it is accurate.

Ann M. Albrecht Date 11-14-85
Chapter 1 Coordinator's Signature

State Ohio

Chief State School Officer's Name (Mrs., Miss, Ms., Mr., Dr.)
Dr. Franklin B. Walter

Address Ohio Departments Building
65 South Front Street
Columbus, Ohio 43215

Telephone Number (614) 466-3304

I hereby nominate this project for consideration under the Chapter 1 Project Identification Program. To the best of my knowledge, the information contained in this form is accurate, and the project is being implemented in compliance with Federal requirements.

Date _____

Chief State School Officer's Signature

****

Name and Title of Person(s) completing form
Paul B. Leach, Director Chapter 1
Ann M. Albrecht, Coordinator Chapter 1

CHAPTER 1 PROJECT IDENTIFICATION PROGRAM

Ia. DISTRICT INFORMATION
(Complete only if project operates in a local school district, unless project is a State Migrant Program. State Agency Programs should be described on the next page.)

A. District Name Chillicothe City Schools

Name of Contact Person Paul B. Leach

Telephone Number (614) 775-4250

B. Descriptive Information for the 1984-85 school year.

1. **Total District Enrollment** 4530

2. **Total number of classroom teachers** 224.83

3. **Grades or equivalent education span of district** K-12

4. **What is the racial/ethnic composition of the student body in your district/agency?**

.06 %	American Indian or Native Alaskan
.9 %	Asian or Pacific Islander
.04 %	Hispanic
9.2 %	Black, not of Hispanic Origin
89.8 %	White, not of Hispanic Origin

5. **Total population in school district** 23,420 (Pop. '80 Chillicothe)

6. **In general, how would you classify the district?**
Rural _____ **Small town** X
Suburban _____ **Urban** _____

7. **What percentage of the students in your district comes from low-income families?** 25.25 **(Please indicate how you determined this number.)**

Free and Reduced Price School Lunch Data

8. **Please describe briefly any significant changes that have occurred in these studer. figures during the last 3 - 5 years.**

School enrollment has been dropping.
Clients, however, for the Chapter 1 program have been increasing.

Ic. PROJECT INFORMATION
(Everyone must complete this section.)

A. Project Title: Remedial Reading Program

B. Program Category Reading

Basic Grants to LEA X
Migrant Education _____ Section 141 _____
Section 143 _____
Neglected/Delinquent _____
Handicapped _____

C. Area(s) of Service Submitted

Reading X
Mathematics _____
Oral Language _____
Other Language Arts _____
Other (Specify) _____

D. Number of children participating from public school 284
non-public school 0

E. Grade level(s) or equivalent span of children receiving project services 1-3

F. Number of staff in the Chapter 1 project. teachers 6
aides 0
volunteers 8

Describe the educational (level) background, e.g. degree, experience, training of the teachers and education aides in the Chapter 1 project.
3 staff members - Masters + 30
1 staff member - Masters
2 staff members - BA
5 staff members have reading certification
1 staff member has Reading Supervision

G. School year(s) for which this project is being nominated. (Must include school year 1984-85) 1984-85

H. Estimated Chapter 1 annual per pupil cost to conduct this project in school year 1984-85 $616

I. What are the primary educational needs of the particular group of students served by your Chapter 1 project? Please indicate how these needs were determined and whether there are ongoing procedures for reviewing their relevance.

The primary educational need of the Chapter 1 children is reading improvement. The needs were determined by an analysis of the following data.

1. A written evaluation survey.
2. A summary of district standardized test scora data.
3. Teacher estimate of candidates. Yearly survey, score analysis and teacher estimates are conducted.

J. Describe how students are selected for the Chapter 1 project.

Children scoring at or below the 36th percentile on a standardized reading test qualify for Chapter 1 service.

K. List the names of the schools or institutions participating in the Chapter 1 project and, if it is an LEA project, the percentage of children from low income families for each school during school year 1984-85.
(Use additional sheet if necessary).

Name	% of Children from Low Income Families
McArthur Elementary School	62.0%
Tiffin Elementary School	44.91%
Hopewell Elementary School	41.62%
Central Elementary School	37.40%

II. PROJECT DESCRIPTION/ATTRIBUTES OF SUCCESS

1. *CLEAR PROJECT GOALS AND OBJECTIVES

a. Goal of Chapter I Project

The major program performance objective (goal) is as follows:

The average growth of the participants with valid pretest and posttest scores will be seven (7) NCEs.

With extra Chapter I instruction, children are expected to achieve at a faster rate than children who have only regular instruction. This goal, identified as a gain of 7 NCEs, is considered significant growth.

Information concerning the overall goal of the program participants was collected by means of a nationally normed standardized reading test administered during empirical norming periods in the fall and in the spring.

Parents of Chapter I children were apprised of the project goal and their child's growth, as well as the classroom teachers' of the Chapter I children.

A report to the Board of Education at a public meeting concerning Chapter I participants' goal and progress was conducted for the FY 85 project.

b. Procedures to Ensure Attainment and Reinforcement of Objectives

The project narrative is followed closely by Chapter I staff to ensure that a program of excellence is offered to the Chapter I children. We have found that this emphasis on excellence results in the attainment and reinforcement of the program goal and objective.

The significance of change in pre and posttest scores was analyzed to determine the effectiveness of the project.

Periodic long-term evaluations have been used to ascertain the sustaining effects of the Chapter I project.

2. *COORDINATION WITH THE REGULAR SCHOOL PROGRAM

a. Program Integration

The overall instructional goals of the Chapter I project complement the instructional goals of the regular school curriculum, as the Reading Course of Study is the basic guide for all instructional activities - both Chapter and classroom. Chapter I teachers and classroom teachers work

in concert to improve each individual child's reading.

Both subjective and objective data are available to indicate the effectiveness of program integration. Such evidence as informal evaluations by staff and parents is supplemented by continuous evaluation by Chapter and classroom teachers using teacher-made tests and Basal Reader test instruments, as well as standardized test information.

b. Opportunities for Planning and Coordination

Those opportunities for activities which represent coordination of instruction, sharing of information, implementation of consecutive skill development between Chapter I and classroom teacher include the use of grade level meetings, informal discussions and the written initial diagnostic evaluation indicating each child's reading strengths and areas of weakness. Diagnosis is on-going. The classroom teacher and Chapter teacher meet regularly on a daily basis to discuss individual children.

c. Other Procedures

The Chapter I program seeks to reinforce the classroom reading program of each child through such means as vocabulary practice, phonetic skill review, "homework" lessons corresponding to the child's basal reader, as well as other techniques. Many parent conferences are shared by both classroom teacher and Chapter teacher.

Speech therapists are often consulted regarding individual children's language anomalies. Physical education instructors assist with those children experiencing large motor-coordination problems.

3. *PARENT/COMMUNITY INVOLVEMENT

a. Community Awareness and Support/Chapter I

Teachers and parents were involved in the planning, implementation, evaluation and support of the project by participation in the needs assessment and evaluation surveys and in discussions at staff/conference sessions. The program plan reflects their comments and suggestions.

An annual public meeting for all parents of eligible students to explain the Chapter I program and activities is convened in the Fall. Each parent of a participating child receives a letter stating their child will be taking part in the program and an invitation to attend the public meeting.

Parents desiring further activities (as Make-It/Take-It Workshops) communicate this desire to their Chapter I teacher(s) and plans were carried through for such

projects at the individual schools.

Five Chapter I Newsletters were distributed to each Chapter I child's family. The Newsletters contained ideas for family help with reading, reading games, good books at various reading levels, etc. Parental use of the ideas gleaned at the workshops or through the Newsletters indicates support and involvement.

b. Parent Involvement in Instructional Program

A Browse-In was held in each Chapter school. Parents visited their child in his special reading class.

A "Reading Game lending library" allows parents and Chapter I children to share some competitive fun.

A story-cassette library provides stimulating at-home literature experiences.

The Chapter I parents were also involved in the implementation of the program through daily homework lessons shared with their child, workshop meetings, individual conferences, class visitation, and, in some cases, volunteer work.

4. *PROFESSIONAL DEVELOPMENT AND TRAINING

a. Chapter I Project-Specific Staff Development Activities

Staff development activities take place during the year for all personnel assigned reading specialist responsibilities. Quarterly meeting during the mornings were scheduled. Such topics as comprehension strategies, readiness activities, new tests, sight vocabulary lists, IRI scoring, etc. were addressed. The teacher-coordinator presented such research areas of concern to staff at scheduled staff meetings through the school year.

b. Other Staff Development Activities

The Chapter I staff also participated in the District Inservice activities. The following inservice presentations were offered during FY 85:

Dr. Barbara Reed- Food and Behavior
Computer Technology
Dr. Joyce Epstein- School Family Relationships
Dennis Dorsey - Stress Management
George Fichter - Tagging the Best
David Gigley - Get It All Done & Still Be Human
Ross County Juvenile Court-Nurturing the American Family

Staff members were also involved in the School Study Council of Ohio, IRA, and continuing education courses at various universities.

5. *STRONG LEADERSHIP

a. Demonstration of Instructional Leadership by Principals and Director

The principals at the project schools actively plan and participate in the Chapter I workshops and in-service presentations. They receive copies of the narrative, evaluation, schedules, and score analysis. The principals visit the classes and evaluate the individual teachers in the program. Selection (with the teacher) of job targets that will enhance the teacher's professional growth is a portion of the evaluation procedure. Conferences with the principal, classroom teacher, Chapter teacher, and parents concerning individual students are an integral part of the educational environment. Attention to the importance of reading in the curriculum is evidenced by the principal/Chapter Coordinator team of co-chairpersons of the City Reading Committee.

The Director of the project is apprised of all developments in the program. All records, schedules, test data, etc. are housed in his office and he is available to Chapter I staff as needed.

b. Procedures for Communication

Both formal and informal procedures are used for communication between the principals/project director and the Chapter I staff. The formal communication lines involve such formats as staff bulletins, staff meetings, committees, in-service, etc. Informal building contacts such as requested conferences, conversations, notes, etc. are also utilized.

c. Community Support for Chapter I

Principals/project director rally support from the different constituencies in the school community through such means as visits to the individual schools by Board of Education members, Open House, and individual parent-student-principal conferences. The media featured a report on Chapter I in the local city newspaper. An annual report describing the Chillicothe City Schools made note of the Chapter I program. A presentation on "Reading in the Chillicothe City Schools" given to the Board of Education included information on the impact of Chapter I in the district. Talks to Service Clubs in the community dealt with the Chapter I program.

6. *APPROPRIATE INSTRUCTIONAL MATERIALS, METHODS, AND APPROACHES

a. Design of the Chapter I Project

The Chillicothe Chapter I project is designed as a pull-

out program.

b. Unique Features

A major strength of the project is extremely well-trained, competent staff members, with little administrative and staff turn-over. "Top teachers" were initially selected for the Chapter I project. Experience, empathy for children, and a high degree of professionalism were criteria for staff selection for the position. The staff is experienced with both years of teaching and educational degrees. As a staff we "grew together", learned from each other, and made a marked impact in our assigned schools. The team work of assistance provided to the classroom teachers in reading techniques, grouping, reading strategies, etc. proved helpful in enhancing the professional growth of the individual classroom teachers in the project schools.

c. Procedures Determining Individual Materials, Methods, and Approaches

A staff developed informal reading inventory is administered to each child selected as a candidate for the program. The informal testing includes assessment of general information, knowledge of letter names and sounds, leveled basal reader vocabulary and paragraphs, and auditory and visual-motor skills. An item analysis of the student's standardized reading test is examined. A summary report is then written describing the student's reading strengths and weaknesses, his instructional level, and recommendations and objectives for instruction. This written educational plan is periodically evaluated and updated. Materials, methods and approaches are then determined according to the child's instructional needs and learning style.

d. Materials, Equipment and Methods Used

An eclectic approach would best describe the methodology employed in our Chapter program. Multi-modal materials are plentiful and many activities are prescribed that are of benefit to the children. The child's "homework" lessons are based on the basal reader used in the classroom. Specifically, Hoffman Reading Machines, tape recorders, record players, Language Master Machines, and typewriters, offer listening and doing experiences. A number of phonic workbooks (at various levels) aid the children in their understanding of sound elements. Barnell Loft Specific Skills Series and Multiple Skills comprehension activities extend the children's understanding of print. Many interesting stories on all reading levels provide experiences with literature. Games of all sorts mask drill as fun.

The Chapter I coordinator is responsible for the selection and purchasing of materials. Samples, reviews in the

literature and catalog "browsing" offer ripe fields for material harvest.

c. Study Skill Development

Chapter I incorporates such study skill activities as locational skills (alphabetizing, placement and purpose of table of contents, dictionary skills, etc.), evaluating information (difference between fact and fiction, identification of "opinion" words, etc.), developing understanding of outlining (major and minor points), understanding of inference, main idea, conclusions, and understanding of simple content reading.

f. Grouping of Children

Children are grouped for instruction according to grade placement, level of functioning in reading and needed specific skill instruction. Class size ranges from 3 to 5 children.

g. Varied Learning Activities

Varied learning activities provide both challenge and success to the program participants. During the half hour class period, student's usually take part in a minimum of 3 to 4 activities. A typical lesson might include a story read at the child's instructional level, several phonic workbook pages, a listening activity and a sight vocabulary game. Correct pacing of tasks ensures success.

b. Procedures Determining Effectiveness of Materials, Methods and Approaches Over Time

Both formal and informal evaluation techniques are used to determine effectiveness of materials, methods and approaches over time. The evaluation is continuous and on-going. Staff discussion of materials at scheduled meetings is beneficial. Material content, format, appropriateness and the efficacy of the material with children is examined.

7. *<u>HIGH EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR</u>

a. Encouragement of Student Participation in Regular School Program

A program of awards for student achievement has been initiated by a number of local community businesses (McDonalds, Frisches, Pizza Hut, Domino's Pizza). School recognition of student achievement includes such activities as Student Recognition Certificates, Selection of Student of the Month, Awards Assembly programs and Happy Grams.

b. Communication of Positive Expectations for Achievement Chapter I and Classroom

Chapter I teachers reward "good" work in a number of ways. Fifteen homework "stars" results in a trip to the toy-box or a chance to take a game home from the Reading Game library. Special "Happy Grams" are sent home denoting excellent work. Completion of a book also allows the good worker to select a sticker or an award. And, of course, the personal touch - encouragement, a hug, and the ever valued "pat on the back." Classroom teachers use various methods (see a) to communicate positive expectations.

8. *POSITIVE SCHOOL/ CLASSROOM CLIMATE

The project schools and the Chapter I classes are characterized by a child-centered approach. The child and his personal worth are given primary consideration. The total school milieu, including support personnel (our janitor, Ed, has his picture as the symbol of the short e sound in the Chapter classroom), hold to this philosophy.

With the understanding that growth of self is facilitated by understanding and acceptance, the Chapter I classroom climate created by the teachers is one of love, warmth and acceptance, high in challenge and low in threat, where self-discovery and appreciation are provided the child through success experiences. Respect for the uniqueness of each requires individualization of instruction, with children given tasks appropriate for their level of competency.

9. *MAXIMUM USE OF ACADEMIC LEARNING TIME

a. Time on Task

Students are scheduled daily for 30 minutes of instruction. Individual folders for each child provide immediate work activities for those skills deemed necessary for the child's reading progress. Included in the packet are vocabulary and reading paragraphs at the child's instructional level, as well as appropriate phonic workbooks and comprehension skill packs. Children are assigned to individual activities. While some work independently on educational machines, the teacher works one on one with a child in the group. Every minute is valuable!

b. Reinforcement of Instruction

The Chapter I parents are involved in the reading program through daily homework lessons shared with their child. A child who neglects reading homework is assigned to a classroom "reader" (surrogate mommy) until such time as the parent will assume the responsibility. The Chapter teachers coordinate the child's reading homework with the child's class-

room reading program. A parent handbook developed by the staff, a reading game booklet, the workshops detailing ways to help a child at home in reading, all combine to help Chapter I parents reinforce instruction.

10. *CLOSELY MONITORED STUDENT PROGRESS

Both formal and informal procedures are used to monitor student progress throughout the year. Evaluation is continuous and on-going. Use of basal reader unit and book level tests provide information as to progress (and needed remediation), as well as informal testing of vocabulary lists, sound knowledge, comprehension skills, etc.

11. *REGULAR FEEDBACK AND REINFORCEMENT

a. Procedures for Informing Students About Progress

Students are continually alerted to the recognition of their improved reading progress. Many "positive" words - "Good job, Fantastic, Excellent", etc. serve to remind the children of their increased reading stature! Evidence of growth in pre/post testing is also an important measure of progress that is shared with the student.

b. Parent/Classroom Teacher Feed-back

Parents are apprised of their child's progress at four grading periods throughout the year (2 written reports and 2 parent conferences). Additional reports, as needed, are used. Classroom teacher feed-back is a daily occurrence.

12. *EXCELLENCE RECOGNIZED AND REWARDED

a. Project Recognition of Student Achievement

Student achievement is recognized by tangible and intangible rewards. Toys, stickers (and even sea shells) are received for completion of books, 15 homework lessons, and any exceptional effort. A Chapter I Student of the Month Award was initiated at one project school. Recognition of achievement occurs each day. Hugs equal happy faces!

b. Project Reward for Outstanding Teaching

The State Department of Education recognized Chillicothe City School Chapter I Program as one of the top ten instructional programs in the state of Ohio, FY84. The local district featured a story about the project in a school paper edition. The project was also headlined in the local city newspaper. Two members of the program presented the project to several local service clubs and the Chapter I staff members were recognized by the organizations.

13. *EVALUATION RESULTS USED FOR PROJECT IMPROVEMENT

a. Procedures for Evaluating Effectiveness of Chapter I Project Design

The focus of the test evaluation is to answer the question, "How much more did pupils learn by participating in the Chapter I project than they would have learned without it?" Cognitive achievement gains are determined by Normal Curve Equivalency growth. NCE growth is measured by pretest and posttest comparison. Information concerning the reading growth of the participants was collected by means of a nationally normed standardized reading test, administered during empirical norming periods in the fall and in the spring.
A parent and classroom teacher survey also provided evaluation data in such areas as strong and weak features of the program, parts of the program the child particularly enjoyed or disliked and changes noted in the child's attitude towards school.

b. Most Recent Project Evaluation

The most recent project evaluation was completed at the close of FY85. Yearly evaluations have taken place in the district since the on-set of Title I/Chapter I. Students, parents, Chapter I teachers, classroom teachers, administrators, counselors, and community members all took part in the evaluation survey. Student's total reading growth was evaluated, as well as school attitude.

c. Methods of Informing Parents and Community Members

The project's effectiveness is communicated to parents and the public through newsletters, media, formal speaking engagements and personal contact.

d. Ways Evaluation Results Improved the Design of the Chapter I Project

Earlier distress on the part of parents and children when a child received an "F" in reading, despite good effort and progress in the Chapter program, prompted a removal of "letter" grades from Chapter I childrens' report cards. A progress note was substituted as an evaluation.

Concern for adequate vision testing led to communication with a local optometrist who helped the school nurses revise their visual screening procedure.

A recommendation for visual and hearing testing yearly resulted in all Chapter I children having vision and hearing tests each year.

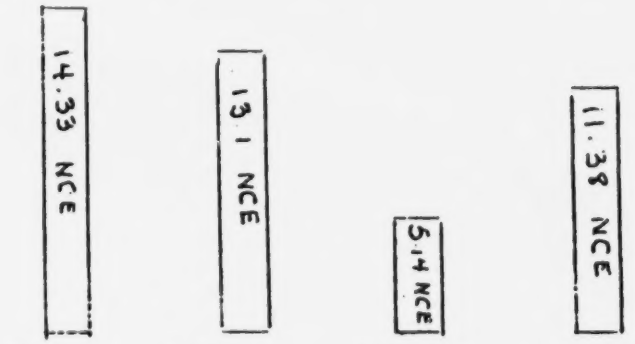
A recommendation for inclusion of parents of children on the waiting list to take part in the Workshop to help parents help their child at home, was acted upon.

III. PROJECT EFFECTIVENESS AND ACHIEVEMENT

b. Chapter I State Program

Project effectiveness is evident in pretest and posttest scores, the District test program results, and pre, post, pre test data.

FY 85
GAINS IN READING
(Pre/Posttest 221 Students)
48 more serviced missing pre/post test



MEAN NCE SCORES

Grade 1 - 66 students served (45 +7 NCE or more growth)
Grade 2 - 97 students served (72 +7 NCE or more growth)
Grade 3 - 58 students served (21 +7 NCE or more growth)

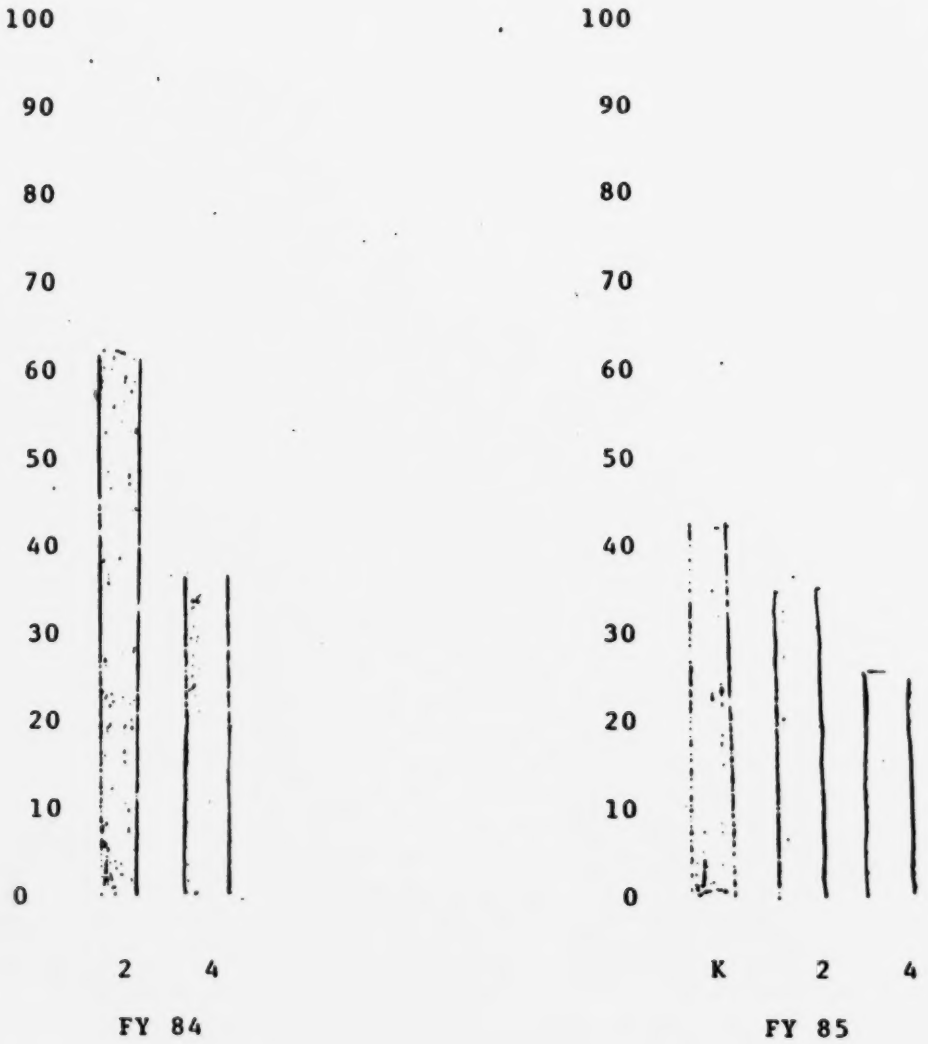
MEAN PRETEST PERCENTILE
24.7

MEAN POSTTEST PERCENTILE
42.3

5 YEAR TRENDS GAINS IN READING

FY	Average NCE Gain by Grade Level				
	1	2	3	Average 1-3	% Students +7NCE or more
80	17.8	8.59	11.93	12.72	66%
81	11.08	11.74	9.96	10.84	66%
82	10.36	9.36	10.68	10.09	64%
83	17.29	9.78	6.75	11.27	59%
84	13.6	12.6	6.3	11.67	60%
85	14.33	13.1	5.14	11.38	62%

Gains in reading over a five year trend indicate a high percentage of children score 7 or more NCE growth!



3 Rs TEST DISTRICT
% of Students Scoring at the 36%ile
or below on 3 Rs total Reading
Chapter I Project Schools

District 3 Rs test show fewer children in need of Chapter I services at each higher grade level.

PRE-POST-PRE TEST RESULTS

	Pre 10/6/82	Post 4/6/83	Pre 10/4/83
TOTAL GROUP AVERAGE NCE			
	33.91	45.47	43.73
AVERAGE NCE BY PROJECT SCHOOLS			
Tiffin	28.05	46.09	48.20
Hopewell	38.29	46.12	44.49
Central	38.15	48.59	40.15
McArthur	34.52	42.88	40.45
AVERAGE NCE BY GRADE LEVELS			
Grade 1	37.06	47.24	43.73
Grade 2	31.01	44.81	41.30
Grade 3	38.97	46.95	47.12

Summary:

It is evident from the test scores that our Chapter I program is effective!

The gains in reading over the five year trend indicate a high percentage of children improving 7 NCEs or more. Mean NCE growth is significant.

The 3 Rs test data show fewer children in need of Chapter I services at each grade level. Obviously, many of the lower grade Chapter I clients were able to return to the regular school reading program without Chapter I support.

The pre-post-pre data provides further evidence of success. Chapter I in Chillicothe is helping kids!

INFORMAL MEASURES OF ACHIEVEMENT

Parent and teacher surveys conducted each year for the evaluation clearly show satisfaction.

Chapter I has helped many children--in many more ways than reading improvement. The following is a human interest story/"case-study" that illustrates that they--the children-are what Chapter I is all about.

Kenny was the picture of a real loser - 11 years old, in the third grade, and obviously out of step with the world. He reached us in November, his fifteenth school attended, with an IQ score of 100 and a reading level of 0.8 - and he sweated that score, too!

His intense dark eyes, almost black, announced his Indian heritage - yet he never quite dared to look directly at anyone. His ill-fitting jeans and shirt gave him a young Lincolnish look. His entire demeanor gave the feeling that here is a kid who is bound to apologize to desks when he bumps into them - that low threshold survival type who make ideal scapegoats for the local bully-boys.

The background of neglect charges against the parents, eight siblings split to numerous receiving homes; mom in prison and dad a boozer, added up the cold facts to explain some of the "whys." Kenny was a victim stunned by the events of his life. He was trapped into his role by the boundaries of poverty, a lack of opportunity, and the sketchy education picked up in his intermittent moves between numerous schools.

We began the path of diagnosis and remediation. The slow steady growth from "I can't do it - I ain't smart", to "I read a book last night - pretty good, too!", mirrored the pride, dogged hard work, persistence and determination of this young, sensitive boy. The step from dreaming about what might have been or what could be, crystalized into the manner of one who dared to believe in himself and to act accordingly. I saw his fine mind begin to free itself from the apprehensions that clouded his past chance to learn; his subtle humor begin to peek past the fraying edges of his shyness; his acceptance of me as a friend; and his tenuous reaching out to others. The beginnings of a discovery of the joy of reading, and pride in his learning and accomplishments added a new dimension to his stance. Kenny's reading level showed more than three years growth on the post test. Kenny was not only reading more effectively - he was also beginning to stand up for himself with his peers.

When I passed Kenny on the playground at noon on that last day of school, he had that local tough down, socking him hard - with my book, too! "Way to go, kid," I thought, while staring the other way at a distant robin.

Addenda

Page 3 3c Opportunities for Parent Participation in Decisions

Parents are afforded numerous opportunities for participation in decisions about their child's education. They are apprised of their child's selection as a candidate for Chapter I, the child's test scores and the written educational plan. A decision for the inclusion of the child in the program rests with the parents (usually all parents opt for this additional help), and a commitment on the part of the parent to provide at home help to reinforce the educational plan is sought. Parents are involved in education decisions through other means, such as referrals, parent surveys, needs assessments, conferences, volunteer help as educational aides, and classroom visitations. A Citizen's Advisory Council is also available for interested parents.

Page 7 7c Communication of Positive Expectations

An attitude and expectancy for achievement is continually reinforced. Classroom teachers realize the importance of helping students set reasonable goals and expectations for attaining specific targets. Appropriate placement and pacing of tasks allows for this attainment. Once successful, children dare to venture into more challenging materials. Success breeds success. Classroom teachers reward student achievement through such means as "good grades" at report card or conference time, supplemental reports, Happy-Grams, Student Recognition Certificates, selection of Students of the Month, Awards assemblies, and daily verbal recognition of excellent achievement and effort. Smiles and hugs also abound in the classroom setting!

Page 7 8b Program Policies that Foster Development of Sound Character, Values and Self-Disciplined Work Habits

Responsibility for daily homework lessons helps Chapter I students achieve self-discipline, establish study habits, and develop internal locus of control. Self-direction is evident in the student's handling of activities in their work folder. Independent work is encouraged as student's progress from reliance upon the teacher to reliance upon self. The value of pride in work and achievement is often demonstrated. Good sportsmanship and fair play are enhanced in game-playing sessions, while cooperation is evident when student's take turns "hearing" another student read his homework assignment.

Page 7 8c Practices and Activities Designed to Foster Pride and High Morale Among Students and Staff

Awards for achievement (completion of a book, etc.), certificates, announcements of special achievements, recognition by "clapping", etc. all serve to foster pride and high morale among students. The message, "be a good worker and reader" is constantly reinforced. Staff morale is enhanced by school staff, administration, Board of Education, and community recognition of program excellence.